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ABSTRACT

This practicum designed and implemented a staff training process to help lead teachers in a school-age child care setting improve their supervisory skills and responsibilities in order to improve program practices. The coaching project covered three stages: preparation for coaching, the coaching sessions, and evaluation of the project. Lead teachers attended a series of meetings to prepare for coaching by developing coaching skills, focusing on presentation of research, demonstrating conferencing skills, and giving feedback and support. They then engaged in coaching sessions with each other at their program sites and with at least one additional teacher among their site staff. Staff members recorded evaluations of the coaching process at each session and at the conclusion of the sessions. Project evaluations indicated that the lead teachers gained an understanding of the supervisory process in a school-age child care environment and that coaching can be used successfully to produce more reflective program practices among lead teachers and site staff. (Eight appendices include a description of the lead teacher position, a summary of the pre-training interviews, coaching session data, and a schedule for implementing training of lead teachers as supervisors using coaching. Contains 35 references. (Author/AP)

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ED 377 969

Developing and Implementing a Coaching Process to Develop Supervision Skills of Lead Teachers in a School-Age Child Care Program

by

Selma Goore

Cluster 44

Practicum II presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1994

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Date of Final Approval of Report

Richard Goldman, Ph. D., Adviser

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ABSTRACT

Developing and Implementing a Coaching Process to Develop Supervision Skills of Lead Teachers in a School-Age Child Care Program. Goore, Selma, 1994: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Descriptors: School-Age Child Care/Extended Day Care/Supervision/Staff Development/Teaching Skills/Training Supervisors/Coaching/ Reflective Teaching

This practicum was designed to develop and implement a staff training process that would prepare lead teachers in a school-age child program to assume supervisory responsibilities that focused on improving program practices by helping them to become more reflective about their behaviors. The writer developed and implemented a training program to initiate development of lead teachers' understanding of supervisory process and to gain skills in coaching as a strategy to improve program practices. Lead teachers collaborated in the design of the program and in developing evaluation instruments.

Implementation of the coaching project covered three stages: preparation for coaching, the coaching sessions, and evaluation of the project. Lead teachers attended a series of meetings to prepare for coaching by developing coaching skills; focusing on presentation of research, demonstrating conferencing skills, giving feedback and support. Lead teachers engaged in coaching sessions with each other at their program sites and with at least one additional teacher among their site staff. Staff recorded evaluations of the coaching process at each session and concluded with an evaluation of the entire project.

Analysis of project evaluations indicated that lead teachers gained an understanding of the supervisory process in a school-age child care environment and that coaching could be used successfully to produce more reflective program practices among both lead teachers and site staff. Outcomes indicated that lead teachers can be trained to assume supervisory responsibilities directed toward improvement of program practices through the use of coaching strategies.

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CHAPTER I

INTRODUCTION

Description of Community

The community is located on a railway line, midway between two major east coast cities and is comprised of two townships joined in a regional school district. The area continues to attract new residents with a variety of housing options, leading to the continuing growth and expansion of the local school district. The availability of convenient means of commuting to work, the outstanding reputation of the school district, and the pleasant suburban living environment with housing available for a wide range of income levels, attracts many single-parent and dual-parent working households to the community, creating a need for schools and support services that will facilitate the demands of their work. The development of school-age child care programs throughout the school system has been an important step toward meeting the needs of the children of working parents in the community who cannot be at home before and after school hours and during school vacations.

Writer's Work Setting and Role

The writer is director of community education for the school district. In that role she initiated a school-age child care program twelve years ago and continues to serve as its administrator. In addition, she is responsible for adult basic skills education and continuing education programming, plus extensive enrichment programming for children in the school district.

The work setting for this practicum is the school-age child care program, also known as an extended day program, for children of working parents that operates in the four lower grade schools of this suburban public school system. Three of the schools serve children in kindergarten through third grade and one school serves children in grades four through six. The program operates before and after school hours during the school year, including days when schools are usually closed, such as in-service days for full day teachers and winter and spring breaks. In addition, the service is offered during the summer months for children who are attending programs sponsored by township recreation departments or the writer's enrichment activities. The school-age child care programs focus on enrichment activities in a secure, developmentally appropriate environment. While the focus is not on academic achievement, emphasis is placed on creating an educationally enriching environment where children can develop intellectually,

socially, emotionally and physically. Children remain in their day school building for their extended day program.

The staff, under the leadership of the lead teacher, are responsible for curriculum development and implementation within the parameters established by the program's policies which were developed cooperatively by a community advisory council working together with the writer. The term "teacher" is used here to denote all staff who have assigned responsibilities with the children on a daily basis at the program site. It does not imply certification or degree of education. Lead teachers are expected to hold state certification in an appropriate area of education or to have earned at least a bachelor's degree in a related field of study, such as recreation, social work, or child psychology. All staff are required to have prior experience working with children in a group setting.

The participants in the program include approximately three hundred children during the school year and one hundred during the summer sessions. Each of the four sites is staffed by a lead teacher plus additional staff, including teachers and assistant teachers who are assigned to the morning and afternoon sites to maintain a ratio of 1 staff member for 13 children. Additional employees are hired for special projects. A coordinator of the program plus the writer, as director, maintain contact through regular visits to all sites and regularly scheduled staff meetings.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Lead teachers in the four sites of a school-age child care program had not been trained in supervisory skills directed to improving the quality of the program and therefore were not able to fulfill the responsibility for supervision of site staff that had been added recently to the lead teacher's job description. The job responsibilities of the lead teacher in the school-age child care program were amended to include participation in supervision of site staff designed to improve program practices, a term used here to include all the behaviors that staff engage in as they develop and implement their program. The lead teachers could not assume their new responsibilities until they experienced a training process that would initiate development of the necessary knowledge and skills.

Briefly stated, the problem was that lead teachers had not been trained in supervisory skills, designed to improve program practices, that were needed to fulfill the responsibilities of their

positions.

Problem Documentation

Evidence to support the existence of the problem was gathered from review of the lead teacher job description, review of the lead teachers' application forms, and interviews with each of the lead teachers. Review of the lead teacher job description indicated the addition of the responsibility to participate in the supervisory process (See Appendix A). Review of teachers' application forms for employment did not indicate specific training in supervisory skills in undergraduate courses. None of the teachers had a graduate degree or certification in supervision.

An individual interview with each lead teacher was conducted (See Appendices B and C). Interviews indicated that none had formal training in supervisory skills, when supervision was defined in terms of improving program practices. Lead teachers responded that they did have some supervisory training. However, analysis of responses indicated that their training experiences related to classroom management techniques that they learned during their undergraduate education courses and practice teaching experiences. In addition, the interviews indicated that staff members held similar concepts of behaviors associated with supervisory responsibilities in a school-age child care setting. However, these concepts were not congruent with the definition of supervision as defined below (See p. 7) where improvement of teaching practices

(referred to here as program practices) is the major goal.

Causative Analysis

The writer believes that the following were causes of the problem:

1. Lead teachers lacked knowledge of the variety of approaches to supervision and staff development that would enhance the quality of the program.
2. Lead teachers in the program had not had the opportunity to participate in a training program in supervisory skills.
3. The state in which the program functions did not license school-age child care programs until late 1992, and thus there were no specific qualification for school-age child care staff in supervisory positions that might have motivated staff in the past to seek appropriate training.
4. Program policies previously did not require lead teachers to carry out specific supervisory roles designed to improve the program.

Relationship of the Problem to the Literature

A review of the literature on developing supervisory skills of teachers in school-age child care programs revealed that the limited research in the field of school-age child care is not yet a major resource in the area of supervisory skills and staff development.

However, the broader fields of education and early childhood education reveal significant insights that could be thoughtfully applied to the school-age child care environment.

Regardless of source, the literature agrees that the purpose of supervision and evaluation of teaching is to enhance the learning experiences of children through improvement of teaching practices (Tanner and Tanner, 1987; Costa and Garmston, 1985; Caruso, 1989; Carey, 1983).

Supervision and staff development are considered efforts to improve the quality of school-age child care programs through increasing the skills of the staff in their interactions with children, parents, and other staff, and through their increased understanding of school-age child care (Baden, Genser, Levine, and Seligson,1982). Generating staff improvement plans and developing self-evaluation opportunities are cited as important criteria for evaluating the quality of school-age child care programs (Albrecht, 1991).

The primary purpose of supervision is individual growth--to help the teacher become more aware of the teaching and learning processes (Nolan and Francis, 1992; Glickman, 1981; Conley, 1987; Brandt, 1987) and to ensure that staff are reflecting the shared values and mission of the institution (Sergiovanni, 1987).

There is no consensus on a universally accepted approach to supervision and staff development practices. Varied views have been categorized into three philosophical approaches (Glickman and

Tamishiro, cited in Glickman, 1985; Glickman, 1981; Cook, Green, Rogers, & Taylor, 1987).

1. Directive: presumes that the supervisor knows more about the teaching process than the teacher and that the supervisor can show the teacher how to achieve clearly stated standards. The supervisor's role is "to inform, direct, and assess competencies" (Cook et al., 1987, p. 2).
2. Collaborative: presumes that the ideas for improvement of teaching generated through collaborative problem solving will be better than those of one person. The supervisor's role is "guide the problem-solving process, be an active member of the interaction, and keep the teacher focused on their common problem" (Cook et al., 1987, p. 2).
3. Non-directive: presumes that teachers can solve their own problems and must take responsibility for change if it is to be successful. The supervisor's role is to be non-judgmental, to listen and to reflect, clarify and encourage.

The literature indicates that although staff often are not aware of their teaching practices and are not conscious of decisions that they make as they implement their curriculum, they can be trained to increase these skills. Reflective thinking and awareness of

decision making are essential elements in teachers' effectiveness in helping students reach their goals (Garmston, 1989). Decision making has been considered to be the core of teaching and good decision making to increase the probability of learning, as described in the Hunter model of clinical supervision (Brandt, 1989).

Teachers can be trained to see the need for change in order to participate in analyzing and solving their own instructional problems (Glickman, 1981). Teachers' intellectual skills must be stimulated through training to promote a conscious problem-solving approach to changing teaching practices (Costa and Garmston, 1985). Training in supervisory skills is essential to promote the cognitive shift that new supervisors need to make in order to think of themselves as facilitators of learning with new responsibilities for creating learning environments for their site staff that will lead to improvement of performance (Borders, 1989; Akin and Lee, 1990).

Review of the literature indicates a need for supervisor and staff development in school-age child care programs, but the process of implementation generally has not been the subject of specific research in the few resources that relate to school-age child care (Baden et al., 1982; Albrecht and Plantz, 1991; Seligson and Fink, 1989). A single research study focuses on developing staff skills in school-age child care programs (Murphy, 1988).

Meetings of the state committee to recommend regulations for the recently enacted licensing of school-age child care, in which the

writer was a member, did not propose the inclusion of required training for supervisors in school-age child care programs (New Jersey Department of Human Services, 1993). Regulations that were implemented in 1993 did not require specific supervisory training, leading the writer to believe that resources for developing supervisory skills of school-age child care staff will not be readily available from traditional sources such as colleges courses or state accreditation programs, but will be dependent on the initiative of local providers and independent researchers.

The topical areas covered in this search of the literature included school-age child care, extended day care, supervision, staff development, teaching skills, training supervisors.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to develop a training program in supervisory skills for lead teachers in a school-age child care program that would prepare staff to fulfill the requirements of their positions that include staff development activities. It was expected that lead teachers would be enabled to facilitate a staff development process at their sites.

Expected Outcomes

1. All lead teachers will understand the added requirement of the responsibility for supervision, as outlined in their job description. Understanding will be documented through records of individual interviews that will indicate each lead teacher's knowledge of the term "supervision", as reflected in their oral account of how they could implement the supervisory process at their school-age child care site.

2. All leads teachers will participate in developing and implementing a formal training program in supervisory skills that will be appropriate to their school-age child care environment. Success will be measured by records of staff participation in the process and documents relating to the training process that will be developed in the course of implementation of this practicum.
3. All lead teachers will share a common understanding of the functions included in the supervisory role of lead teachers in the school-age child care program. Success will be measured by comparison of lead teachers' post-practicum lists of behaviors associated with supervisory skills in the school-age child care setting with those recorded prior to initiation of the project.
4. All lead teachers will be able to use their new supervisory skills with their site staff in at least two situations after the active training part of the staff development process. Success will be measured by records of observations by the writer and by the teacher's record of the activities. Specific events depend on situations that will be occurring at time of implementation.

Measurement of Outcomes

1. Written records of individual interviews with four lead teachers will reflect increased understanding of the supervision construct. Staff will define at least three situations in which supervisory skills could be used appropriately and give examples of

application of skills in each situations.

2. Documents developed by lead teachers and the writer during practicum implementation will reflect a process of training school-age child care staff in supervisory skills and in implementing the process.
3. Lists of behaviors associated with supervisory skills in school-age child care programs written after implementation of the practicum should reflect a common understanding of the construct of supervision as a process of enhancing the learning experiences of children through the improvement of program (teaching) practices. Success will be measured by determining the number of specific behaviors associated with supervisory skills that are included, whereas these behaviors were not included in the lists recorded before implementation.
4. Forms for maintaining records of observations of application of supervisory skills at the four lead teacher's site will be developed by lead teachers and writer as part of the training process and will be maintained by the writer and the lead teachers.
5. Four lead teachers and four site teachers participating in the project will evaluate the process involved in implementing the practicum.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Solutions to the problem of the lack of training in supervisory skills for lead teachers in a school-age child program are not found in the literature specific to the young profession of school-age child care, but can be adapted from the fields of educational supervision and early childhood education to the school-age child care area.

Staff development must focus on developing reflective teachers who think about their practices in a collaborative culture of collegiality, as the essence of quality practices in the teacher-student setting is cognitive in nature (Scallan, 1987; Showers, Joyce, and Bennett, 1989; Garmston, 1989; Grimmet, Rostad, and Ford, 1992; Costa and Garmston, 1985, 1991). To ensure the development of skills that will promote quality practices, training must include theory, demonstration, practice and feedback (Showers, Joyce, and Bennett, 1989; Sparks, 1989; Glatthorn, 1987). Nearly all teachers need the support that can be

provided by expert or peer coaches (Showers, Joyce, and Bennett, 1989) and need a coaching component in order to transfer newly learned skills into their active practices (Joyce and Showers, 1989).

Training of coaches should include an overview of the research on peer coaching, developing observation instruments, factors that influence peer coaching relationships, demonstrations, conferencing skills, and effective staff development practices (Raney & Robbins, 1989). For successful staff development, teachers should be involved in decision making involved in exercising professional judgment (Sparks, 1989; Showers, Joyce, & Bennett, 1989; Brandt, 1987; Wildman & Niles, 1987).

In situations where staff does not have time to observe at other sites, team coaching (where the coach comes into the classroom to plan, teach and evaluate together with the site staff person) may be an effective approach (Neubert and Bratton, 1987). Adults learn better when they are are involved physically and mentally in the learning process, when they have opportunity to practice their new skills and have guidance and feedback (Childcare Resources, 1990). As single-session inservice training has been found to be ineffective, training should be spaced over time. Staff can focus on only a few changes at a time and can follow-up on situations that occur as a result of initiating change (Sparks, 1989).

Coaching teams can be organized to study a specific approach to teaching or new curriculum materials, studying the rationale of the

methods or materials, observing demonstrations, practicing the skills, and learning how to provide objective, not evaluative, feedback as they try out the strategies or materials (Showers, 1989; Glatthorn, 1987). Murphy (1988), in the single reference found related to coaching as an approach to staff training in a school-age child care program, proposes that staff indicate their problem areas in implementing a school-age child care program by completing a questionnaire based on a list of seven major themes as proposed by Johnston. The administrator establishes coaching teams based on each staff person's level of development, rather than area of need.

Supervision needs to be separated from evaluation, as the combination may preclude a comfortable learning environment if the supervisor has decision making authority (Showers, 1989). Coaching can provide a safe environment for trying solutions to challenging situations in the school-age child care setting, as the coaching relationship promotes self evaluation that can lead to change in practices (Scallan, 1989).

Staff must be trained in a system of recording observations that will promote non-evaluative and objective observation and feedback (Showers, 1989; Glatthorn, 1987). Cognitive skills of self-evaluation can be developed through the asking of open-ended questions that encourage thinking about the decisions that were made during the observation period (Garmston,1989), as the objective is self-directed growth (Costa and Garmston, 1985).

Coaches must be nonjudgmental, "posing carefully constructed questions intended to challenge the teacher's intellect; paraphrasing; the skill of probing for specificity, clarity, elaboration, and precision; using silence; and collecting data and presenting it objectively" (Costa & Garmston, 1991, pp. 28-29).

Additional ideas generated by the writer were geared to the specific needs of a school-age child care program. As the format of the school-age child care environment differs from that of a typical school day, staff should develop their own list of program practices that could be improved through the coaching process.

The entire staff will participate in training sessions to promote understanding of coaching and its role in the supervisory process, although at this time approximately half the staff will be actively involved in the practicum. If the coaching strategy is successful and is institutionalized as part of the comprehensive approach to supervision, all members of the staff will be familiar with the concept, making its future implementation easier to initiate. All staff will view the video "Peer Coaching" (Association for Supervision and Curriculum Development, 1989) to facilitate understanding of the process.

Lead teachers will collaborate with the writer to develop their system of recording observations after they have received training in various approaches. In addition, they will develop a process for

assigning themselves to peer coaching groups. Staff should be involved in the development of training materials, such as videos and written records of performance in the program during the coaching sessions. Lead teachers will apply their training as coaches to the improvement of program quality through using the coaching process with at least one member of their site staff.

Description of Selected Solution

The writer developed and presented a training program to familiarize the entire staff with coaching as a supervisory tool for improving the quality of the program. Coaching was introduced as a three-part process that is based, using Costa and Garmston's (1994) terminology, on a Planning Conference, Lesson Observation, and a Reflecting Conference, referred here also as Pre-Observation Conference, Observation, and Post-Observation Conference.

Lead teachers participated in designing a program to develop their skills as coaches, including a review of the research, demonstrations, practice, feedback, and continuing support. Emphasis was placed on conferencing skills. Training focused also on factors that influenced peer coaching relationships and on the role of each person involved in the project.

Staff were involved in fundamental decision making throughout the training process and used their professional judgment regarding the types of coaching they wanted to be involved in, forms that were

used to keep records, development of coaching evaluation instruments, and the final process evaluation.

Appropriate materials were developed or obtained to facilitate the training. Staff collaborated with the writer in the development of some of the training materials whenever possible. Staff participated in developing and using an instrument to evaluate the success of the training process.

Lead teachers engaged in coaching session with each other in practice sessions and at their own sites. In addition, their coaching skills were applied to the improvement of program quality at their sites through participating in coaching sessions with at least one member of their site staff.

This project to train lead teachers in supervisory skills to improve program quality was successful for the following reasons:

1. Staff was interested in training that would further their professional skills.
2. Staff was made aware that supervisory skills had become part of their job descriptions and that they currently did not have the appropriate training.
3. The proposed project was based on a considerable body of research that suggested it could be successful.
4. Staff were actively involved in developing the training process and materials.
5. Expenses related to this practicum were reasonable. It was

anticipated that all expenses could be covered by the normal staff training item of the Extended Day Program budget.

Report of Action Taken

An overview of the project was presented at the first regularly scheduled meeting of the four lead teachers following acceptance of the practicum proposal. The time frame and expected benefits for the individual staff members and the school-age child care program were discussed. Emphasis was placed on the opportunity for personal and program growth that could result when teachers acquire the skills that would help them become more reflective about their work, on staff participation in developing the supervisor's training program that would reflect each teacher's needs and interests, and on the potential for immediate improvement of program practices.

Staff established a tentative schedule for staff meetings. It was anticipated that two or three evening meetings would be needed for training before the start of the coaching sessions, in addition to using at least one hour of the regularly scheduled monthly lead teacher meetings after the coaching sessions began. In addition, an evening meeting was planned for the later stage when site teachers would become involved in the project. The concept of the project was introduced also at the first regularly scheduled full staff

monthly meeting following the above lead teachers' meeting so that all staff members, including those who would not be directly involved, would be aware of and supportive of the project.

Implementation of the coaching project covered three stages: (a) preparation for coaching; (b) the coaching sessions; and (c) evaluation of the project, and spanned ten months, two months longer than anticipated due to unusual circumstances noted below.

Preparation for coaching. Presentation of training materials, practice time, and development of record keeping and evaluation forms occurred at a series of lead teacher staff meetings. Training time involved a total of three evenings sessions, ranging from two to three hours each, in addition to approximately one hour of five regularly scheduled lead teachers' meetings that was dedicated to the project in order to practice coaching skills and prepare forms for coaching sessions and project evaluation. Evaluation of the project was implemented through individual interviews with each participant, both lead and site teachers. Meetings that focused on developing conferencing skills followed a general format of introduction of the skills, demonstration, practice, feedback and discussion. The first two evening training sessions, held after the introductory staff meetings, were spaced one week apart. A light supper was included in the meeting which facilitated the schedule for staff so that they could come directly from their work site at 6 P.M. and finish the meeting at a reasonable hour for people who

would be back at work by 7 A.M. the next day. All other meetings were planned to occur on a once a month basis, but the schedule had to be adjusted to accommodate two unusual situations. The sudden and untimely death of one of the lead teachers who had participated in the training sessions and implementation of the lead teacher coaching sessions, about six months into the project, led to staff changes with the appointment of a new lead teacher who needed to be brought into the project and have the training that she had missed. However, the death of a young staff member placed deep emotional strains and increased demands on other staff and the writer who needed to deal with their own feelings and those of the children in their care. A one-month interval permitted the new lead teacher (who had been on the staff as teacher) to gain experience in her new role and to engage in the training process with the writer. All of the lead teachers volunteered to participate in the coaching sessions again to help the new lead teacher, who chose one person with whom she wanted to share the coaching experience.

The other factor that led to minor changes in scheduling was the incredible number of school closings due to winter weather conditions that wreaked havoc with coaching sessions and staff meetings. However, the flexibility and support of staff members facilitated rescheduling so that the weather extended the project by only a few weeks.

At the first project meeting, lead teachers had listed behaviors that they associated with supervisory activities of lead teachers in a school-age child care program. Staff would compile these lists again after implementation of the practicum to assess if change occurred. At subsequent meetings, the writer introduced the lead teachers to the literature on theories of coaching as a strategy for program improvement and showed the video *Peer Coaching* (ASCD, 1989). The video was shown also to the entire staff at a staff development day preceding the opening of the new school year. It was recognized that although in the less formal structure of the school-age child care environment there is no specific body of knowledge or skills that is legally mandated that teachers transfer to children (such as reading skills in the day school curriculum), there were many skills related to interpersonal relationships, communications, and program management, in addition to specific techniques involved in teaching a new activity, that could benefit from staff self reflection and the support that a coaching experience could offer.

Lead teachers were instructed in skills needed for planning conferencing and reflecting conferencing, including reflection and giving non-directive responses, and in various systems of note taking that could be used during observations. Teachers divided into pairs to practice these skills in the meeting setting and then discussed their responses as a whole group. Feedback was given to

group members as they practiced their conferencing skills. At a later stage when site staff were brought into the project, this material was reviewed and practiced again for the new staff members, giving lead teachers an additional opportunity to refine their skills.

Various ways of assigning people to coaching groups were discussed, focusing on advantages of the writer assigning teams since she has worked with the lead teachers for several years, or the staff making the decision about team membership. Lead teachers decided to group themselves into two coaching teams according to level of comfort with each other, and at the later stage when site staff were involved, lead teachers negotiated with their own staff to decide who would participate. Lead teachers and the writer developed forms that were used to keep records of coaching dates, observation notes, and to evaluate the coaching experience in each session.

Although arrangements were made to secure use of video equipment, as needed, to tape their performance in coaching sessions, staff were not comfortable with the idea of seeing themselves applying their newly learned skills. Only one person was willing to be taped and therefore video taping of the coaching sessions was not carried out at this point.

Availability of substitute teachers was checked since it would be necessary to provide a substitute for the lead teacher who would

leave his/her site in order to serve as coach for another lead teacher. Lead teachers set up tentative schedules to serve twice as coach and twice as teacher (coachee) with other lead teachers and once as coach and once as teacher with a site staff member. Dates were set to carry out the first set of coaching experiences. Staff were supplied with the forms that had been cooperatively developed for recording conference notes and for evaluation of each coaching session as a process.

Coaching sessions. As the dates for the first coaching experiences approached, the writer offered the staff people who were going to be the teachers in the coaching relationship the opportunity to discuss possible topics for the coaching experience. Selection of skills to be coached for the first session proved to be a difficult task for two teachers until they were able to think specifically about their work in terms of the behaviors that they engage in on a daily basis. The writer was not involved in the final decision about the subjects for the coaching sessions and was not aware of some topics until after completion of the entire project, since the goal was to develop the process, and to train the staff in skills needed to carry out the process. Areas of focus for lead teachers' practice coaching sessions are noted in Appendix D.

During each coaching session the coach filled out a Coaching Session Data Record (Appendix E) which covered the pre-observation

conference, the observation, and the post-observation conference. Following the session, both coach and teacher filled out a form that evaluated the coaching session as a process. Staff had participated in developing both of these forms which were refined after the first session as a result of the insight gained by participating in the actual coaching process (See Appendix F). In this first stage of the coaching sessions, each lead teacher had four coaching experiences --two as coach and two as teacher. When these were completed, another evening meeting was held to introduce one teacher from each site to the project. Following this meeting, staff engaged in two more coaching sessions, this time the lead teacher with a teacher from his/her own site, each person experiencing one session as coach and one as teacher. At each monthly lead teachers' meeting while the coaching sessions were being implemented, staff had the opportunity to discuss the process and to reinforce skills as needed.

Evaluation of the process. As noted above, following each coaching session, both coach and teacher filled out a form that had been cooperatively developed by writer and staff to assess the coaching process. When all coaching sessions had been implemented and all coaching evaluation forms completed, the writer met with each participant for a final interview (See Appendix G). Lead teachers were asked to list again, as they had in the initial introduction to the project, those behaviors that they associated with supervisory activities of lead teachers in a school-age child

care program and to suggest three ways that coaching might be used in a school-age child care setting. In addition, all participants responded to questions about the coaching experience and its impact on their program practices and on their professional growth.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem that existed in the school-age child programs administered by the writer was that lead teachers had not been trained in supervisory skills designed to improve program practices that were needed to fulfill the supervisory responsibility that had been added recently to their positions. Job responsibilities of the lead teacher position had been amended to include participation in the supervisory process, a responsibility that staff could not begin to assume until they participated in training to initiate development of the necessary skills. The goal of this practicum was to develop a training process for lead teachers in a school-age child care setting that would prepare them to fulfill the requirements of their position that includes supervisory responsibilities for other staff at their site. It was envisioned that lead teachers would be empowered to engage in staff development activities with their site staff.

Following are the specific objectives designed to achieve the practicum goals and the results of their implementation.

Objective 1

It was expected that the four lead teachers would understand the concept of staff supervision that had been added to their job responsibilities as reflected in their account of how they could implement the supervisory process in a school-age child care program after they had participated in the practicum. It was expected that application of supervisory skills, after teachers participated in development and implementation of the supervisory training process, would include concepts of reflection, professional growth, and non-judgmental interactions. Table 1 summarizes lead teachers responses to the following items included in the post-practicum interview: "Think of three situations in school-age child care (SACC) programs where supervisory skills as you understand them could be used appropriately and give examples of what skills you might use in each situation." Originally it had been planned to include this item in the individual project evaluation interview and for the writer to record oral responses. However, several teachers requested the opportunity to take more time to answer the question than the interview situation allowed, and to record their answers on the interview form. Two lead teachers recorded their responses on the form during the interview and two completed them elsewhere, returning the forms within three days following the oral interview.

Table 1

Lead Teachers' Post-Training School-Age Child Care Situations Where Supervisory Skills Could Be Used

SACC Situations	No. Staff	Supervisory Skills
Follow-up of activity carried out by site staff that was not successful.	1	Probing, reflection
Staff/parent interaction in relation to child's inappropriate behavior	1	Support, reflection. non-threatening, listening
Inappropriate staff/parent interaction	1	Non-threatening dialogue with teacher; role play; possible coaching situation
Teacher focuses efforts on one aspect of the program	1	Role play new role; try it; feedback, show support
Staff friction if one teacher does not "pull her weight"	1	Explore feelings of reporting teacher; reflect, coaching situation
Using the peacemaking curriculum	2	Go through the coaching steps

(table continues)

SACC situations	No. Staff	Supervisory Skills
Need for a consistent approach to behavior management	1	Have staff collaborate on a shared approach to discipline; role play, try out; flexibility needed. Explore feelings about change.
Teacher/child conflict	1	Recognize the situation, encourage coaching, observe, mirror actions, try solutions, practice, observe again

Lead teachers focused on four areas in describing school-age child care situations where their supervisory skills could be used: staff performance of tasks, staff/parent interactions, staff interactions, and staff/child interactions. Yet it was of interest to note that the four lead teachers proposed almost completely different situations within these areas that could be conducive to using their newly learned skills. This could be a reflection of specific issues that were important to teachers at their own

program site, but also suggests that the coaching process has a wide range of applicability in this environment. All situations reflected a direction of improving skills as a focus of the supervisory process, a radical change from the pre-implementation concept of supervision as an overseeing function of administrative responsibilities.

Creating non-threatening environments for interaction with site staff was included in every situation described by the four lead teachers, as indicated by the terms used in their descriptions of the supervisory skills they would use in their school-age child care situations. Using words such as reflection, probing, coaching, feedback, support, listening, collaborate, and explore to describe the supervisory skills they would use in their situations suggests an increased understanding of their role as lead teachers.

Objective 2

It was expected that the four lead teachers would collaborate with the writer in developing and implementing a process for training staff in supervisory skills in a school-age child care environment. Table 2 summarizes the time spent staff spent on the project. Time is defined in terms of the average number of hours spent by lead and site teachers. Only in the case of individual coaching experiences was there variation among the teachers in number of hours spent. The range was narrow with a spread from three quarters of an hour to one and a half hours. The project was spread over a period of ten months, due to the reasons noted above,

Table 2

Hours staff spent on supervisory skills project

Activity	Hours	
	Lead teacher	Site teacher
Preparation for coaching	8	2
Developing materials	3	0
Coaching experience	6	2
Project evaluation	2	1

with staff participating actively at approximately monthly intervals. it will be noted in the section below considering the staff evaluation of the process that one of the four lead teachers felt the time span was too long, while three teachers felt that considering the circumstances that led to the two-month extension of their collaboration in this project, the length of the project was satisfactory.

The steps that were followed in developing and implementing this training process to initiate development of supervisory skills of lead teachers in a school-age child care environment are summarized in Appendix H as a potential guide for those who might consider implementing a similar process in other school-age child care sites.

Objective 3

It was anticipated that all lead teachers would share a common understanding of functions included in the supervisory role of lead teachers in the school-age child care program as noted by comparison of post-practicum lists of behaviors associated with supervisory skills with those recorded prior to initiation of the project. It was noted previously that lead teachers did not have previous training in supervision of staff and that their pre-practicum lists of activities related to supervision had an overseeing quality that focused on site management skills that could contribute to an efficient program. Descriptive words used by lead teachers in their pre- and post-practicum lists of supervisory behaviors in a school-age child care setting are presented below in Table 3. Post-practicum behaviors show a clear move away from seeing supervision as the responsibility for the efficient day-to-day management of a program in the direction of relating to staff in a way that will bring about change and will be non-judgmental. Key words used in the coaching model that appeared in the post-practicum list, such as non-threatening, reflection, improved performance, were not used at all in the pre-practicum list. The post-practicum list continued to show a few words that related to site management skills (these are not included here), but evidenced a clear shift to relating to staff in a collaborative way that would

Table 3

Pre- and Post-Training Behaviors Associated with the Supervisory Role

Pre-training	Post-training
coordinate	having mutual respect
organize	giving positive reinforcement
inform	seeking improved levels of performance
initiate	understanding
do	giving encouragement
be flexible	reflective listening
work hard	thinking about change
initiate	stimulator
tune in	facilitator
set up	opportunities for staff to improve
delegate	help staff incorporate new teaching skills
oversee	continuing collaboration
be available	
plan	

facilitate change toward reflection and improved program practices.

Objective 4

It was anticipated that lead teachers would use their newly learned skills that initially were practiced with other lead teachers, in coaching situations with their own site staff. Lead teachers participated in two coaching sessions with one of their site teachers, once as coach and once as coachee. It had been planned originally for lead teachers to assume the coach role in two coaching sessions with their site teacher. However, when site teachers appeared interested in practicing the coaching role also, the change was made in the interest of long range goals that would see coaching used both as a supervisory approach and as a peer collaboration strategy in the future. This step is supported by Costa and Garmston's (1994) comment that coaches sometimes may have a teacher go through the coaching steps while the coach teaches a lesson in order to familiarize the classroom teacher with the coaching process. This step not only increased the site teacher's awareness of the coaching process, but also enhanced the feeling of collegiality among staff. As seen in Table 4, the topics selected by site teachers working with lead teachers in the coaching situation all related to skills involved in concrete, specific activities that staff engage in as part of their typical daily program.

Summary of Evaluation Forms

Teachers' responses related to the effectiveness of the coaching

Table 4

Topics of coaching sessions between lead teacher and site teachers

Lead teacher as coach	Site teacher as coach
Interaction of teacher with children as she assumed responsibility for three activities.	Lead teacher presenting conflict resolution steps of peacemaking curriculum (3 sites)
Teacher's instructing children in a new game	Lead teacher introducing a cooperative, non-competitive game.
Teacher serving as lead teacher during coaching	
Strategies used to start group games	

sessions and the preparatory training as indicated by their responses to the evaluation instrument located in Appendix G are summarized below. Lead teachers had participated in constructing the evaluation instrument, giving critical input after they participated in the initial coaching session. They indicated those items that were important to their feeling of success and collaborated with the writer to refine the terminology of responses.

Comfort level. Three of the four lead teachers reported feeling more comfortable at the final coaching session than they did at the first. Comments included: "Reflective listening became easier." "Yes, definitely." "Yes, using the coaching packet." One teacher, who indicated on all of her individual coaching session reports that she felt comfortable, reported feeling the same.

Effect of coaching sessions on daily program. The four lead teachers all reported that their coaching experiences led them to reflect on what they do in their daily program. Comments included: "Coaching allowed me to see just what I really do." "I changed my site procedures." "It brought new strategies to our program." "I began to reflect on processes and procedures and evaluate their usefulness; think about change."

Impact of coaching experiences on relationships with other staff. Two lead teachers stated that they felt more comfortable with other lead teachers and had an increased feeling of collegiality and professionalism. One referred to the opportunity for added responsibility given to other site staff when the lead teacher was engaged in the coaching sessions and one noted that relationships seemed to be the same. Three lead teachers mentioned other site staff who were interested in participating in the project but could not due to time limitations.

Project format. The four lead teachers all thought that the background information that they had received in their training

sessions was adequate and that the time dedicated to practicing skills was adequate. Three teachers thought that the number of coaching sessions was adequate, while one thought that they were too few. Time span for the total project produced the most diverse answers: two responded adequate, one too long, and one too short.

Using coaching in the future. The four lead teachers all stated that they would use coaching as a supervisory tool to improve program practices in their school-age child care program. Comments included: "It increases feelings of professionalism; increases acceptance of other's perceptions of their performance." "To some degree. I wouldn't push this concept on anyone but certainly would be there for them if they wanted me [as coach]." "Yes, I will assist other staff members with my coaching experience."

Need for more coaching training. Three of the four lead teachers stated that they would like to have more training, with opportunity to practice conferencing techniques. One person suggested doing it with another program.

Factors that need to be changed in the training process before implementing this project in other programs. The only topic mentioned in this item was the difficulty in deciding on an objective for the coaching session in the school-age child care environment. All four of the lead teachers noted this factor, yet all four had successfully defined behaviors that they wanted to be the focus of

their own sessions in the role of coachee in at least three different coaching sessions. Two of the teachers noted that sessions that were based on trying out specific techniques were easier than those based on personal interaction situations, suggesting that teachers need more practice in identifying their behaviors as staff in a school-age child care program.

Site staff responses. While the site staff were engaged in only two coaching experiences since the emphasis in this project has been on developing skills of lead teachers, many of their responses are of interest. Considering the impact of their experience on their daily activities, all four used words such as "became more aware"; "led me to reflect"; "I think a lot more"; "helped me to think."

The four site teachers felt that the background information about coaching was adequate, that their number of coaching sessions was adequate for the purposes of the project, and that the time span for the total project was adequate considering the factors that had impacted on the implementation. One teacher felt that time for practicing coaching skills during meetings tended toward "too little", while the other three site teachers stated that it had been adequate. All four site teachers supported the idea of using coaching in the school-age child care program, suggesting that "it would be helpful in getting people to talk things out"; "I will keep this in mind if I want to improve my interactions"; "I'm certain that

there will be other areas of the program where coaching will be wanted" and "definitely a worthwhile activity--the person is focused on one aspect." All four site teachers stated that they wanted more training in some of the conferencing skills and that all training is helpful-- "a valuable part of being a teacher."

One site teacher stated that she felt uncomfortable with the project because she did not "have the trust with the person I was doing it with", but that she would like to try it again with someone else. In exploring the statement about lack of trust, the site teacher indicated that the lead teacher did not respond to her in a collegial manner but had presented herself more in the role of "expert" than she expected in a coaching relationship that was intended to be collegial.

Discussion

Lead teachers' selection of situations in the school-age child care environment which they thought would be appropriate for using their newly learned supervisory skills, together with the changes noted in their lists of words describing a supervisor's responsibility, indicate a clear understanding of their new role as lead teachers with responsibility for supervision of their site staff. Responses indicate that their understanding of supervision has shifted from the initial view as responsibility for the efficient management of staff and program, with the supervisor serving in the

role of "expert", to the development of their teachers' ability to think about their actions and reflect on strategies that will improve their performance. The changes noted indicate that staff in a school-age child care setting, both lead teachers and teachers, can be trained to be aware of their behaviors and to consider how to enhance the experiences of the children, staff, or parents through the improvement of teaching skills in a non-threatening environment that encourages all teachers to be reflective people interested in their own professional growth.

Throughout the development of this training process, the building of trust between the writer and staff and between the lead teachers and their site staff has been a critical element, for without it a coaching strategy cannot be implemented successfully. As noted by Costa and Garmston (1994), trust in self, between individuals, and in the coaching process itself, are essential to the coaching process. Staff demonstrated trust in themselves by their supposition that they could participate successfully in a project that would develop their professional skills. Their trust in self, in others, and in the coaching process was supported by their commitment and enthusiastic involvement and confirmed their ability to perform as professionals in a school-age child care environment. Teachers' comments on the effect of the training on their relationships with other staff indicated that for several staff members increased trust resulted, while for one member, a lack of

trust inhibited her experience, supporting the importance of the trust factor for the success of the coaching strategy. Trust in the coaching process was reflected in all four lead teachers responding that they plan to use their coaching skills in their program in the future.

While the extended time factor was not a serious detriment to the project, an eight-month, or less, time frame should be appropriate for carrying out a similar training project on this scale in other settings. The impact of summer on school-age child care programs would be an important element to consider in establishing a schedule to replicate this process. Staff involved in this project were available during the summer months to participate in training meetings and to start work on development of forms so that coaching sessions could begin after the first month of the new school year. In programs where staff are not available during the summer months, the implementation schedule would of course need to be adjusted. In addition, the schedule could be shortened, if the evaluation forms in Appendices E, F, and G are used or adapted to local use. There also is room for variation in time allotted to the process by varying the time between training and/or coaching sessions. In this project, a month intervened between most meetings, excluding those during the summer months, since this was regularly scheduled meeting time for lead teachers which eliminated

the need to set up added meetings and to encumber additional expenses in paying staff for extra time.

The summary of staff responses to the evaluation of the coaching training process indicates that the coaching experiences helped teachers to start to think about their actions as they interact with children, staff and parents, and led to an increased feeling of professionalism and collegiality. Although all lead teachers indicated that their training had been adequate, three added that they would like to have more training. They realized that they felt more comfortable with each coaching experience, and that with more opportunity to practice their skills, they would feel more competent and ready to implement the process with their staff in the next school year.

The difficulty that staff encountered in defining topics for coaching sessions suggests that this is a subject that needs to be emphasized more in future training sessions. Although it was discussed during training meetings in a general approach to the topic in an effort not to steer the staff in any particular direction, when teachers needed to focus on themselves and their own behaviors it became a more difficult task. More time needs to be dedicated to to helping staff to explore behaviors and situations that could benefit from being the focus of a coaching relationship.

It seems evident from this initial effort that lead teachers in a school-age child care program can be trained to assume a

supervisory role by using coaching as a strategy to produce more reflective teaching practices. Enhancing the intellectual skills of staff through a focus on reflection in a collegial, non-threatening environment can only lead to improved program practices that will benefit staff and children. But this effort to stimulate teacher's intellectual skills must be conscious one if it is to result in changed program practices (Costa and Garmston, 1985). In the nascent field of school-age child care that is struggling to become a profession, providers need to recognize their responsibility to train staff to be reflective teachers and supervisors who are committed to furthering their professional development. All school-age staff members must participate in studying and improving their own teaching styles in a non-threatening learning environment that will lead to improved decision making for staff and enhanced experiences for children.

Recommendations

1. It is recommended that school-age child care providers consider a major focus of supervisory responsibilities to be the enhancement of children's experiences through improvement of staff performance in a reflective, supportive environment.
2. It is recommended that the coaching process be implemented in school-age child care programs as a staff development strategy that will lead to reflective thinking and professional growth of all participants in the process, resulting in improved program quality.

3. It is recommended that school-age child care programs consider the need for professional development as a fundamental part of their program and budget adequate funds to carry out an on-going staff development program that will enhance children's experiences and contribute to the professionalism of the school-age child field.

Dissemination

The supervisory staff development process developed in this practicum was presented as a workshop at the National School-Age Child Care Conference in April, 1994. Efforts will be made to present the model at state level conferences and to share it with area school-age child care programs through county school-age child care coalitions.

Opportunities will be sought to disseminate this practicum through professional journals.

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APPENDIX A

STAFF DESCRIPTION: LEAD TEACHER POSITION

Extended Day Program

STAFF DESCRIPTIONS

Lead Teachers

Qualifications

NJ certification, including minimum 15 credits child growth and development and related subjects, experience related to working with school-age children.

Responsibilities

Work together with staff to set goals and plan daily program
Function as a member of the EDP teaching team
Integrate aides and assistants
Work together with staff to plan long days
Purchase food and snack-related supplies for site
Participate in monthlylead teachers meeting with director/assistant.
Participate in monthly full staff meeting.
Keep site records, distribute notices,
Maintain effective relationship with school staff
Participate in EDP-sponsored programs
Open and close program
Prepare monthly report on major activities and goal attainment
Participate in evaluation of program
Communicate with director/assistant as potential problems occur.
Perform other functions to provide for the safety and welfare of the children.
Initiate anecdotal records as needed.
Implement supervisory responsibilities to facilitate program improvement through staff development activities.

POSITION IS SUPERVISED BY DIRECTOR

1989 July
1992 March Revised

APPENDIX B

PRE-TRAINING INTERVIEW FORM

Extended Day Program
Supervisory Skills Questionnaire

Name _____

Date _____ EDP Site _____

Position _____

1. What formal training in supervisory skills have you had?

2. If you have used supervisory skills in the past, even though you may not have had formal training, describe what actions you have taken.

3. When we talk about using supervisory skills in a school-age child care setting, what do you picture yourself doing?

APPENDIX C

SUMMARY OF PRE-TRAINING INTERVIEWS WITH LEAD TEACHERS

Summary of Lead Teacher Interviews

The four lead teachers were interviewed individually, using the interview form in Appendix B. Each teacher has been assigned a letter to identify their responses.

1. What formal training in supervisory skills have you had?

   A. Take over the role of teacher in student teaching experiences.

   B. In college classes, teacher training.

   C. In a leadership training workshop at a school-age child care conference.

   D Started an MA program in student personnel services, a long time ago.

2. If you have used supervisory skills in the past, even though you may not have had formal training describe what actions you have taken.

   A. Supervise some activities as assistant athletic director in camp, seeing that things happen, organizing types of activities.
   Informing staff what will happen
   Encouraging staff to participate

   B. Organize things and see that things run smoothly.
   Always available and adapt to different situations

   C. Tutored an undergraduate course

(I'm thinking about what supervision means.)
Review and critique interactions of staff with children

D. Being diverse, making decisions
Good listener

3. When we talk about using supervisory skills in a school-age child care setting, what do you picture yourself doing?

A. Make sure things get done.
Delegate responsibility.
See that children have what they need.
Communicate.

B. See what works best within time frame.
Scheduling
Good parent/teacher communication
Interactive skills
Organizing food program (shopping) and activities program (calendar)
Delegating jobs
Dealing with problems (tardiness of parents, behavior)
Try to make jobs fair for staff members.

C. Building a child care center
Consensus building
Diplomacy (honesty but not belligerent)
Juggling kids, parents, staff
A lot of decisions
Prioritizing
Teaching
Evaluating
Reviewing

D. Communicating
Organizing
Creativity
Flexible

Overseer
Cook
First aider
Doctor of many problems
Finding solutions
Helping others do the best they can in whatever they are trying to do.
Facilitator
Teacher
Decision maker

APPENDIX D

AREAS OF FOCUS OF LEAD TEACHER PRACTICE COACHING SESSIONS

Areas of Focus of Lead Teacher Practice Sessions

Teacher's interactions with a student.

Teacher's interactions with a group of students.

Introducing new gym games.

Teacher's Interaction with girls and boys to observe differences.

Teacher's equitable treatment of staff.

Establishing leadership role with staff and parents.

Teacher's interactions with staff and parents.

Handling children's behavior

Conflict resolution

APPENDIX E

COACHING SESSION DATA RECORD

Extended Day Program

Lead Teachers Coaching Project

Data Record

Teacher_____ Site_____

Coach_____ Date_____

Event: **pre-observation conference (planning conference)**

What are your objectives?

How will you know when you have reached your objectives?

What is your plan for your activity?

Other questions that you ask (as coach): Note the question and response.

Do you want to meet again on this topic?

Are there other aspects of your teaching that you want to talk about?

OBSERVATION PAGE:

Record observations according to the objectives that were set and defined in the plan during the preconference.

POST-OBSERVATION CONFERENCE (REFLECTING CONFERENCE)

Write this section either during the postconference or immediately after, if is a more comfortable arrangement. If you decide to do it after, do it right away so that you won't forget details. Questions on page 1 are only samples. Use what is appropriate to the situation.

APPENDIX F

EVALUATION OF INDIVIDUAL COACHING SESSION

Extended Day Program Coaching Project
Evaluation of Coaching Session

As we work together to develop a coaching format that might be useful in a school-age child care setting, we need to evaluate each phase of the project so that we can improve our strategies based on your experiences.

We're looking at coaching as a three-phase process: pre-conference, observation, post-conference. Following are several statements that relate to your coaching experience. Place an x anywhere on the line below each statement, reflecting your reactions to the statement. Use the *Comments* line to explain your reactions, where necessary for more complete understanding of the process.

Date of coaching session _____ Site of session
Please indicate your role in the coaching situation: Teacher _____ Coach

Pre-Conference

1. Going into the pre-conference setting, I felt:

_____

uncomfortable comfortable

Comments:

2. As we got into the pre-conference process, I felt:

_____

less comfortable same more comfortable

Comments

3. During the pre-conference session, setting clear objectives for the observation was:

_____

difficult to do easy to do

4. For teacher only:
Developing a clear action plan for the observation was:

_____

a difficult task an easy task

5. For coach only:
   Using reflection techniques was:

difficult to do — easy to do

6. How long was your pre-conference? _____ minutes

Observation

7. How long was your observation? _____ minutes

8. During the observation process, I felt:

uncomfortable — comfortable

stressed — not at all stressed

9. The action plan was:

not followed at all — followed as planned

10. Other activities going on in the SACC program during the observation:

interfered with the observation — did not interfere at all

Post-Conference

11. During the post-conference, I felt:

uncomfortable — comfortable

12. Teacher reflected on the value of observed activity (not on the coaching):

with difficulty — easily

13. Coach used the following techniques:

Probing

never — frequently

Reflecting

never — frequently

Paraphrasing

never — frequently

14. From this coaching experience I gained:

15. Ways I can use the outcomes of the coaching experience.

Name_____ Date_____

APPENDIX G

EVALUATION OF SUPERVISORY SKILLS/COACHING PROJECT

Name _____ Site _____

Date _____ Position _____

Evaluation of Supervisory Skills/Coaching Project

1. **Pre-project/Post-project.** When we began our supervisory skills project, you made a list of activities that you associated with supervision in a school-age child care program. Now, nine months later, please write again a list of activities that you see yourself engaging in as a lead teacher with supervisory responsibilities.

For lead teachers only.

2. As you know, the responsibility for supervision of other site staff has been added to the job description of the lead teacher. Think of three situations in school-age child care programs where supervisory skills as you understand them could be used appropriately. Give examples of what skills you might use.

SACC Situation	Supervisory Skills
a.	
b.	
c.	

For lead teachers only.

3. Coaching survey

   a. How many coaching sessions have you participated in?

      _____ as coach _____ as teacher

   b. List your partners for each coaching session.

      Lead teacher partners:

      Site teacher partner:

   c. List the topics that were the focus of your coaching sessions, e.g., observing a newly learned skill; observing interactions with particular groups of people)

   d. Did you feel more comfortable at your final coaching session than you did at your first? Comment.

   e. Did your coaching experiences lead you to reflect on what you do in your daily program? Write a few words to explain your answer.

f. Describe briefly how your coaching experiences may have had an impact on your relationships with other staff members:

1). who also participated in the coaching project?

2). who did not participate in the coaching project?

g. Throughout this project, you worked together to develop the training process by your regular input and feedback. Now that we have worked out some of the basic elements and you have the experience of the past nine months behind you, your reactions to the project format are very valuable.

Please respond to the following items:

1). Background information about coaching was
___adequate ___ too much ___too little

2). Time during meetings for practicing skills was
___adequate ____too much ____ too little

3). The number of coaching sessions was
___adequate ____too much ____ too little

4). The time span for the total project(considering the variety of factors that impacted on the implementation) was
___adequate ____too long ____too short

5). Do you think coaching is a useful strategy as a supervisory tool to improve program practices in our SACC program?
Comments:

6). Do you feel that you want more training in coaching techniques?
Comments:

7). List any factors that you think need to be changed or reconsidered before implementing this project in other programs.

Thank you for taking the time to help us evaluate our coaching project. I'll share the results with you after everyone's responses are collated.

APPENDIX H

SCHEDULE FOR IMPLEMENTING A COACHING PROCESS TO DEVELOP SUPERVISION SKILLS OF LEAD TEACHERS IN A SCHOOL-AGE CHILD CARE PROGRAM

Schedule for Implementing a Coaching Process to Develop Supervision Skills of Lead Teachers in a School-Age Child Care Program.

I. Preparation

(Length of time needed for this phase will vary with background of trainer and staff.)

A. Director (person responsible for staff development) obtains administrative support for the project.

B. Director (and staff where possible) reviews the research in the area of supervision and staff development and prepares summary to share with staff.

C. Meet with staff to discuss parameters of the project and to introduce concepts of supervision as improvement of program practices and coaching as a strategy.

1. Share and discuss research on supervision and coaching.
2. Motivate staff; discuss professional growth benefits for individuals and programs.
3. Clarify implications of commitment to the training project, including time, added responsibilities, question of additional pay for hours put into the training project.
4. Define roles of all participants, including the administrator.

5. Involve staff in developing the format and forms of the training process to reflect local conditions.
6. Set dates to demonstrate and practice coaching skills in staff meeting setting, including conferencing, observing, note taking systems, communicating, giving feedback, being non-judgmental, and trust building.
7. Develop or introduce forms that will be used for evaluation of the training process.
8. Implement practice sessions, preferably with a few weeks between sessions.
9. Provide time for teachers to share their experiences and difficulties.

II. Implementation of coaching sessions

A. If staff leave their site to participate in coaching at another site, arrange for substitute staff. This might also be necessary if the teacher remains at the site, depending on the configuration of staff and type of program.

B. Staff engage in a pre-determined number of coaching sessions with other supervisors-in-training, at the school-age child care site, to practice their coaching skills. Staff exchange roles of coach and coachee.

C. Allow opportunity for follow-up after coaching session. Determine if teachers want additional practice on skills.

D. See section below relating to evaluation.

E. Staff practice their coaching skills with their own site staff, in a predetermined number of experiences.

III. Evaluation

Evaluation of the training project has two aspects: evaluation of each coaching session and evaluation of the overall training as an approach to helping new supervisors gain the skills needed to bring about improvement in program practices.

A. Individual coaching session evaluation

1. Use the evaluation form in Appendix F, or develop a different one that reflects the individual characteristics of a specific program, to assess if staff are gaining the skills needed to become comfortable in the coaching situation and if the coaching process is helping staff to become more reflective teachers. The form does not reveal the content of the coaching session, but focuses on the coaching skills.
2. Both coach and coachee fill out the evaluation form after each coaching session.
3. Forms can be used by staff as the basis of their discussions of their coaching skills, without discussing the content of the coaching experience, and by trainer to

assess where further training might be needed.

B. Supervisory skills/Coaching project evaluation

1. Adapt the form in Appendix G to the specific project developed by the reader, or develop a survey suited to local needs, to assess its value for training staff as supervisors in a school-age child care program.
2. Share results with staff and discuss.
3. Use discussion to make changes that will improve the training process and coaching skills.

V. The next step

Create the supportive environment where staff can engage in a coaching process as requested by members of the staff.